

**100%**  
Aligned

# Alignment

## October 2026

**Waterford  
Early Learning:  
Math & Science**

**Illustrative Math: IM  
K-2**

This document provides a detailed alignment of **Waterford Early Learning** to **Illustrative Math: IM K-2**.

## Alignment Description

This document aligns Illustrative Math: IM K-2 to Waterford.org's digital activities and supporting resources.

### Waterford Digital Activities

Waterford programs include engaging, evidence-based digital activities anchored in the science of learning that progress through an adaptive learning path in reading, math, and science. These activities are also available for collaborative instruction at [→teacher.waterford.org](https://teacher.waterford.org).

- **Classroom Playlists** enable teachers to harness learning technologies in whole-class instruction, flexible small groups, and personalized support for individual students.

### Waterford Resources

Waterford provides an engaging, diverse collection of PDF resources tailored to boost children's learning experiences, empowering instruction in both classroom and home settings.

- **Teacher Resources** encompass class activities, reference materials, teacher guides, an array of books, and more.
- **Family Resources** encompass newsletters, activity sets, and reference materials, all available in both English and Spanish.

### Waterford Curriculum Details

Waterford programs leverage the science of learning and evidence-based research to optimize reading development, accelerate learning, and target interventions for PreK–2nd grade learners.

#### Adaptive, Individualized Learning

Tailored instruction enables students to progress through the sequence at their own pace, offering multiple opportunities for practice as needed and more challenging activities when students are ready. This adaptation is automatic within the learning sequence. More information on the adaptive learning sequence can be found in [→Waterford's Adaptive Learning Path in Action](#) video.

#### Data-Informed Instruction

Administrators and teachers can use the program's reporting features to monitor progress in real-time, identify areas of difficulty, and utilize additional intervention tools in varied instructional settings. Examples of the reporting features can be found [→here](#).

#### Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

### Reading Sequence

Waterford's Reading Sequence is aligned to the Science of Reading, with explicit and systematic instruction. The sequence develops phonics; phonological awareness; comprehension and vocabulary; language concepts and writing; and fluency. More detailed information can be found in the [→Reading Skills Scope & Sequence](#).

### Math and Science Sequence

Waterford's Math and Science Sequence is designed around clear instructional principles. The math sequence develops numbers and operations (including counting and cardinality); operations and algebraic thinking; measurement and data; and geometry. The science sequence develops an understanding of physical, life, earth and space domains. More detailed information can be found in the [→Math and Science Scope & Sequence](#).

### SmartStart Sequence

Waterford's SmartStart Sequence is designed so learners are exposed to the foundational principles critical to kindergarten readiness. SmartStart combines the digital learning path with teacher resources to teach early reading, math, science, and social studies concepts as well as executive function, creative arts, health, and physical development. More detailed information can be found in the [→SmartStart Scope & Sequence](#).

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| Section Goals                                                                | Waterford Digital Activities                                                                                                                                                                                                                          | Waterford Resources                                                                                                                   |
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| <b>Kindergarten</b>                                                          |                                                                                                                                                                                                                                                       |                                                                                                                                       |
| <b>Unit 1</b>                                                                |                                                                                                                                                                                                                                                       |                                                                                                                                       |
| <b>Unit Goals: Students recognize numbers and quantities in their world.</b> |                                                                                                                                                                                                                                                       |                                                                                                                                       |
| <b>Section A: Explore Our Math Tools</b>                                     |                                                                                                                                                                                                                                                       |                                                                                                                                       |
| Explore and use math tools.                                                  | <ul style="list-style-type: none"> <li>Songs: Clock Hands; Measuring Plants; Large, Larger, Largest</li> <li>Yesterday/Tomorrow</li> <li>Today</li> <li>Weather</li> <li>Tell Time</li> <li>Tell Time to the Half-hour</li> <li>Order Size</li> </ul> | <ul style="list-style-type: none"> <li>Measurable Attributes</li> </ul>                                                               |
| Share mathematical ideas with a partner.                                     |                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Count Forward</li> <li>Object Counting Basics</li> <li>Object Counting Grouping</li> </ul>     |
| <b>Section B: Recognize Quantities</b>                                       |                                                                                                                                                                                                                                                       |                                                                                                                                       |
| Recognize and name groups of up to 4 objects and images without counting.    | <ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Number Counting</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Object Counting Grouping</li> </ul>                                                            |
| <b>Section C: Are There Enough?</b>                                          |                                                                                                                                                                                                                                                       |                                                                                                                                       |
| Answer “are there enough?” questions for up to 5 objects.                    | <ul style="list-style-type: none"> <li>Make and Count Groups</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Object Counting Grouping</li> <li>How Many?</li> </ul>                                         |
| <b>Section D: Counting Collections</b>                                       |                                                                                                                                                                                                                                                       |                                                                                                                                       |
| Count groups of up to 10 objects.                                            | <ul style="list-style-type: none"> <li>Songs: Counting Song; Measuring Plants; Counting On</li> <li>Counting Puzzle</li> <li>Dot-to-dot</li> <li>Count On</li> <li>Number Recognition and Sense</li> </ul>                                            | <ul style="list-style-type: none"> <li>Racing Squirrels Counting Game</li> <li>Object Counting Grouping</li> <li>How Many?</li> </ul> |

| Section Goals                                                                                                                                             | Waterford Digital Activities                                                                                                                                                                                                                        | Waterford Resources                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 2</b>                                                                                                                                             |                                                                                                                                                                                                                                                     |                                                                                                                                             |
| <b>Unit Goals: Students answer “how many?” questions, count out, and compare groups within 10. Students write a number to represent how many.</b>         |                                                                                                                                                                                                                                                     |                                                                                                                                             |
| <b>Section A: Count and Compare Groups of Objects</b>                                                                                                     |                                                                                                                                                                                                                                                     |                                                                                                                                             |
| Connect quantities with spoken number words.                                                                                                              | <ul style="list-style-type: none"> <li>Number Instruction</li> <li>Make and Count Groups</li> <li>Match Numbers</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Object Counting Basics</li> <li>Object Counting Grouping</li> </ul>                                  |
| Count and compare up to 10 objects and know the number remains the same regardless of the arrangement of the objects.                                     | <ul style="list-style-type: none"> <li>Song: Greater Than, Less Than</li> <li>Books: For the Birds</li> <li>Greater Than, Less Than</li> <li>More Than, Fewer Than</li> <li>More Than</li> <li>Fewer Than</li> <li>Make and Count Groups</li> </ul> | <ul style="list-style-type: none"> <li>Object Counting Basics</li> <li>Object Counting Grouping</li> <li>Greater, Less, or Equal</li> </ul> |
| <b>Section B: Count and Compare Groups of Images</b>                                                                                                      |                                                                                                                                                                                                                                                     |                                                                                                                                             |
| Count and compare up to 10 images in organized arrangements and know the number remains the same regardless of the order in which the images are counted. | <ul style="list-style-type: none"> <li>Song: Greater Than, Less Than</li> <li>Books: For the Birds</li> <li>Greater Than, Less Than</li> <li>More Than, Fewer Than</li> <li>More Than</li> <li>Fewer Than</li> <li>Make and Count Groups</li> </ul> | <ul style="list-style-type: none"> <li>Object Counting Basics</li> <li>Object Counting Grouping</li> <li>Greater, Less, or Equal</li> </ul> |
| <b>Section C: Connect Quantities and Numbers</b>                                                                                                          |                                                                                                                                                                                                                                                     |                                                                                                                                             |
| Connect quantities with spoken number words and written numbers.                                                                                          | <ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Number Instruction</li> <li>Match Numbers</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Object Counting Basics</li> <li>Object Counting Grouping</li> <li>How Many?</li> </ul>               |
| Understand the relationship between number and quantity.                                                                                                  | <ul style="list-style-type: none"> <li>Make and Count Groups</li> <li>Number Instruction</li> <li>Match Numbers</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Object Counting Basics</li> <li>Object Counting Grouping</li> <li>How Many?</li> </ul>               |

| Section Goals                                                                                         | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                              | Waterford Resources                                                                             |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Section D: Compare Numbers</b>                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                 |
| Compare written numbers 1–10.                                                                         | <ul style="list-style-type: none"> <li>Books: For the Birds</li> <li>Songs: Greater Than, Less Than</li> <li>Greater Than, Less Than</li> </ul>                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Greater, Less, or Equal</li> </ul>                       |
| <b>Unit 3</b>                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                 |
| <b>Unit Goals: Students identify, describe, analyze, compare, and compose two-dimensional shapes.</b> |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                 |
| <b>Section A: Exploring Shapes in Our Environment</b>                                                 |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                 |
| Recognize and describe shapes in the environment.                                                     | <ul style="list-style-type: none"> <li>Books: Imagination Shapes; The Shape of Things</li> <li>Songs: Corners and Sides; Shapes, Shapes, Shapes; Kites</li> <li>Sort</li> <li>Story Problem Strategies</li> <li>Solid Shapes</li> <li>World Shapes</li> <li>Space Shapes</li> <li>Star, Semicircle, Octagon, Oval, Rhombus</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Simple Shapes</li> </ul> | <ul style="list-style-type: none"> <li>Shape Recognition</li> </ul>                             |
| Use informal language to describe and compare shapes and their attributes.                            | <ul style="list-style-type: none"> <li>Books: Imagination Shapes; The Shape of Things</li> <li>Songs: Corners and Sides; Shapes, Shapes, Shapes; Kites</li> <li>Sort</li> <li>Story Problem Strategies</li> <li>Solid Shapes</li> <li>World Shapes</li> <li>Space Shapes</li> <li>Circle, Square, Triangle, Rectangle</li> <li>Simple Shapes</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Shape Recognition</li> <li>Describing Objects</li> </ul> |

| Section Goals                                                                                                        | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                    | Waterford Resources                                                                                                                               |
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| <b>Section B: Making Shapes</b>                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                   |
| Explore shapes by putting shapes together to form larger shapes.                                                     | <ul style="list-style-type: none"> <li>Tangrams</li> </ul>                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Form Larger Shapes</li> </ul>                                                                              |
| <b>Unit 4</b>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                   |
| <b>Unit Goals: Students relate counting to addition and solve addition and subtraction story problems within 10.</b> |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                   |
| <b>Section A: Count to Add and Subtract</b>                                                                          |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                   |
| Understand addition as putting together and subtraction as taking from.                                              | <ul style="list-style-type: none"> <li>Books: Five Delicious Muffins</li> <li>Songs: Bee Happy Addition; On the Bayou; Doubles; Bakery Subtraction; Circus Subtraction</li> <li>Add Groups</li> <li>Number Line</li> <li>Sums to 7</li> <li>Sums to 6</li> <li>Sums to 9</li> <li>Sums to 8</li> <li>Doubles</li> <li>Add</li> <li>Minuends</li> <li>Subtract Groups</li> </ul> | <ul style="list-style-type: none"> <li>Represent Addition and Subtraction with Objects</li> </ul>                                                 |
| <b>Section B: Represent and Solve Story Problems</b>                                                                 |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                   |
| Represent and solve Add To, Result Unknown and Take From, Result Unknown story problems within 10.                   | <ul style="list-style-type: none"> <li>Songs: Bee Happy Addition; On the Bayou; Problem Solving</li> <li>Add Groups</li> <li>Number Line</li> <li>Act Out Addition</li> <li>Story Problems</li> <li>Story Problem Strategies</li> <li>Act Out Subtraction</li> <li>Subtract Groups</li> <li>Minuends</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Represent Addition and Subtraction with Objects</li> <li>Addition and Subtraction Word Problems</li> </ul> |

| Section Goals                                                        | Waterford Digital Activities                                                                                                                                                                                                                                                            | Waterford Resources                                                                                                                               |
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| <b>Section C: Addition and Subtraction Expressions</b>               |                                                                                                                                                                                                                                                                                         |                                                                                                                                                   |
| Find the value of addition and subtraction expressions within 10.    | <ul style="list-style-type: none"> <li>Songs: On the Bayou</li> <li>Act Out Addition</li> <li>Story Problems</li> <li>Sums to 5</li> <li>Sums to 4</li> <li>Add Groups</li> <li>Number Line</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>Represent Addition and Subtraction with Objects</li> </ul>                                                 |
| Relate addition and subtraction expressions to story problems.       | <ul style="list-style-type: none"> <li>Songs: Problem Solving</li> <li>Act Out Addition</li> <li>Story Problems</li> <li>Story Problem Strategies</li> <li>Act Out Subtraction</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>Represent Addition and Subtraction with Objects</li> <li>Addition and Subtraction Word Problems</li> </ul> |
| <b>Unit 5</b>                                                        |                                                                                                                                                                                                                                                                                         |                                                                                                                                                   |
| <b>Unit Goals: Students compose and decompose numbers within 10.</b> |                                                                                                                                                                                                                                                                                         |                                                                                                                                                   |
| <b>Section A: Make and Break Apart Numbers to 9</b>                  |                                                                                                                                                                                                                                                                                         |                                                                                                                                                   |
| Compose and decompose numbers up to 9 in more than 1 way.            | <ul style="list-style-type: none"> <li>Number Instruction</li> <li>Number Recognition and Sense</li> <li>Place Value</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Decompose Numbers</li> <li>Tens and Ones</li> </ul>                                                        |
| Write expressions to represent compositions and decompositions.      | <ul style="list-style-type: none"> <li>Songs: On the Bayou; Circus Subtraction; Subtract Those Cars; Bakery Subtraction</li> <li>Add Groups</li> <li>Number Line</li> <li>Subtract Groups</li> <li>Match</li> <li>Minuends</li> <li>Matching</li> <li>Subtract</li> <li>Sums</li> </ul> | <ul style="list-style-type: none"> <li>Decompose Numbers</li> <li>Represent Addition and Subtraction with Objects</li> </ul>                      |

| Section Goals                                                                                                                                           | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Waterford Resources                                                                                                              |
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| <b>Section B: More Types of Story Problems</b>                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                  |
| Solve Put Together, Total Unknown, Put Together/Take Apart, Both Addends Unknown, Add To, Result Unknown, and Take From, Result Unknown story problems. | <ul style="list-style-type: none"> <li>• Books: Five Delicious Muffins</li> <li>• Songs: Bee Happy Addition; On the Bayou; Problem Solving; Circus Subtraction; Subtract Those Cars; Bakery Subtraction</li> <li>• Add Groups</li> <li>• Number Line</li> <li>• Act Out Addition</li> <li>• Story Problems</li> <li>• Story Problem Strategies</li> <li>• Subtract</li> <li>• Match</li> <li>• Minuends</li> <li>• Subtract Groups</li> <li>• Matching</li> <li>• Act Out Subtraction</li> </ul> | <ul style="list-style-type: none"> <li>• Decompose Numbers</li> <li>• Represent Addition and Subtraction with Objects</li> </ul> |
| <b>Section C: Make and Break Apart 10</b>                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                  |
| For any number from 1 to 9, find the number that makes 10 when added to the given number.                                                               | <ul style="list-style-type: none"> <li>• Make 10</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Numbers that Make 10</li> </ul>                                                         |

| Section Goals                                                                                                                                                                                                               | Waterford Digital Activities                                                                                                                                                                                                                                                                                                               | Waterford Resources                                                                                            |
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| <b>Unit 6</b>                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                |
| <b>Unit Goals: Students answer “how many?” questions and count out groups within 20. They understand that numbers 11 to 19 are composed of 10 ones and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones. They write numbers within 20.</b> |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                |
| <b>Section A: Count Groups of 11–20 Objects</b>                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                |
| Count groups of up to 20 objects.                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Books: I Can't Wait; Navajo Beads</li> <li>• Songs: Measuring Plants; Counting Song; Number Songs</li> <li>• Dot-to-dot</li> <li>• Count On</li> <li>• Number Recognition and Sense</li> <li>• Order Numbers</li> <li>• Counting Puzzle</li> <li>• Number Line</li> <li>• Number Chart</li> </ul> | <ul style="list-style-type: none"> <li>• Object Counting Basics</li> <li>• Object Counting Grouping</li> </ul> |
| <b>Section B: 10 and Some More</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                |
| Understand numbers 11–19 as 10 ones and some more ones.                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Place Value Counting</li> </ul>                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Tens and Ones</li> </ul>                                              |
| <b>Section C: Count Groups of 11–20 Images</b>                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                |
| Count groups of up to 20 images.                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Instruction</li> </ul>                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Object Counting Basics</li> <li>• Object Counting Grouping</li> </ul> |
| Represent quantities up to 20 with a written number.                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• Match Numbers</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Object Counting Basics</li> <li>• Object Counting Grouping</li> </ul> |

| Section Goals                                                                                                                                                                                             | Waterford Digital Activities                                                                                                                                                              | Waterford Resources                                                                               |
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| <b>Unit 7</b>                                                                                                                                                                                             |                                                                                                                                                                                           |                                                                                                   |
| <b>Unit Goals: Students identify, describe, analyze, compare, and compose two- and three- dimensional shapes. Counting, addition, and subtraction are revisited in the geometric contexts.</b>            |                                                                                                                                                                                           |                                                                                                   |
| <b>Section A: Put Together and Count with Flat Shapes</b>                                                                                                                                                 |                                                                                                                                                                                           |                                                                                                   |
| Compose shapes from smaller shapes.                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Tangrams</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>• Form Larger Shapes</li> </ul>                            |
| Count and compare numbers, and solve story problems involving shapes.                                                                                                                                     | <ul style="list-style-type: none"> <li>• Books: For the Birds</li> <li>• Songs: Greater Than, Less Than</li> <li>• Greater Than, Less Than</li> <li>• Story Problem Strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Compare Shapes</li> </ul>                                |
| <b>Section B: Describe, Compare, and Create Solid Shapes</b>                                                                                                                                              |                                                                                                                                                                                           |                                                                                                   |
| Compare weights and capacities of objects.                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Songs: Measuring Plants; Large, Larger, Largest</li> <li>• Order Size</li> <li>• Capacity</li> </ul>                                             | <ul style="list-style-type: none"> <li>• Order by Length</li> <li>• Length Measurement</li> </ul> |
| Describe and compare three-dimensional shapes.                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Space Shapes</li> <li>• Story Problem Strategies</li> <li>• World Shapes</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Compare Shapes</li> </ul>                                |
| <b>Unit 8</b>                                                                                                                                                                                             |                                                                                                                                                                                           |                                                                                                   |
| <b>Unit Goals: Students consolidate and solidify their understanding of various concepts and skills on the major work of the grade. They also continue to work toward the fluency goals of the grade.</b> |                                                                                                                                                                                           |                                                                                                   |
| <b>Section A: Counting and Comparing</b>                                                                                                                                                                  |                                                                                                                                                                                           |                                                                                                   |
| Count and compare groups of objects and images.                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Books: For the Birds</li> <li>• Songs: Greater Than, Less Than</li> <li>• Greater Than, Less Than</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Greater, Less, or Equal</li> </ul>                       |
| Represent and write numbers up to 20.                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>• Write Numbers 0-20</li> </ul>                            |

| Section Goals                                                                                         | Waterford Digital Activities                                                                                                                                                                                                                  | Waterford Resources                                                   |
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| <b>Section B: Math in Our School</b>                                                                  |                                                                                                                                                                                                                                               |                                                                       |
| Represent and write quantities and numbers up to 20.                                                  | <ul style="list-style-type: none"> <li>Number Instruction</li> <li>Number Recognition and Sense</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>Write Numbers 0-20</li> </ul>  |
| <b>Section C: Fluency within 5</b>                                                                    |                                                                                                                                                                                                                                               |                                                                       |
| Fluently add and subtract within 5.                                                                   | <ul style="list-style-type: none"> <li>Minuends</li> <li>Mental Math</li> <li>Speed Games</li> <li>Add Groups</li> </ul>                                                                                                                      |                                                                       |
| <b>Section D: All about 10</b>                                                                        |                                                                                                                                                                                                                                               |                                                                       |
| Use understanding of 10 to work with numbers to 20.                                                   | <ul style="list-style-type: none"> <li>Place Value Counting</li> <li>Number Recognition and Sense</li> <li>Place Value</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>Tens and Ones</li> </ul>       |
| <b>Grade 1</b>                                                                                        |                                                                                                                                                                                                                                               |                                                                       |
| <b>Unit 1</b>                                                                                         |                                                                                                                                                                                                                                               |                                                                       |
| <b>Unit Goals: Students add and subtract within 10, and represent and interpret categorical data.</b> |                                                                                                                                                                                                                                               |                                                                       |
| <b>Section A: Add and Subtract within 10</b>                                                          |                                                                                                                                                                                                                                               |                                                                       |
| Build toward fluency by adding and subtracting within 10 in a way that makes sense.                   | <ul style="list-style-type: none"> <li>Mental Math</li> <li>Speed Games</li> </ul>                                                                                                                                                            |                                                                       |
| <b>Section B: Show Us Your Data</b>                                                                   |                                                                                                                                                                                                                                               |                                                                       |
| Organize and represent data.                                                                          | <ul style="list-style-type: none"> <li>Books: The Birds, the Beasts, and the Bat</li> <li>Songs: Venn Diagrams</li> <li>Problem Solving Strategy</li> <li>Venn Diagrams</li> <li>Graphs</li> <li>Tally Marks</li> <li>Make a Table</li> </ul> | <ul style="list-style-type: none"> <li>Data Categorization</li> </ul> |

| Section Goals                                                                                                                                                                                                                                                        | Waterford Digital Activities                                                                                                                                                                                                                                                                                  | Waterford Resources                                                                                                                    |
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| <b>Section C: What Does the Data Tell Us?</b>                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                               |                                                                                                                                        |
| Interpret data representations to ask and answer questions.                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Books: The Birds, the Beasts, and the Bat</li> <li>• Songs: Venn Diagrams</li> <li>• Problem Solving Strategy</li> <li>• Venn Diagrams</li> <li>• Graphs</li> <li>• Tally Marks</li> <li>• Make a Table</li> </ul>                                                   | <ul style="list-style-type: none"> <li>• Graphs</li> <li>• Data Categorization</li> </ul>                                              |
| <b>Unit 2</b>                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                               |                                                                                                                                        |
| <b>Unit Goals: Students solve new types of story problems within 10 and deepen their understanding of the relationship between addition and subtraction. They develop an understanding of the meaning of the equal sign and connect story problems to equations.</b> |                                                                                                                                                                                                                                                                                                               |                                                                                                                                        |
| <b>Section A: Add To and Take From Story Problems</b>                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                               |                                                                                                                                        |
| Relate counting to addition and subtraction.                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Songs: Counting On</li> <li>• Books: Circus 20, Painting by Number; Jump Rope Rhymes</li> <li>• Skip Count by 2</li> <li>• Count On</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Relate Counting to Addition and Subtraction</li> </ul>                                        |
| Solve Add To and Take From, Result Unknown and Add To, Change Unknown story problems.                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Songs: A Nice Addition</li> <li>• Problem Solving Strategy</li> <li>• Make a Table</li> <li>• Story Problem Strategies</li> <li>• Story Problems</li> <li>• Add 2-digit Numbers without Regrouping</li> <li>• Subtract 2-digit Numbers without Regrouping</li> </ul> | <ul style="list-style-type: none"> <li>• Word Problems Using Subtraction within 20</li> <li>• Word Problem Adding 3 Numbers</li> </ul> |

| Section Goals                                                                         | Waterford Digital Activities                                                                                                                                                                                                                                                                    | Waterford Resources                                                                                                                |
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| <b>Section B: Put Together/Take Apart Story Problems</b>                              |                                                                                                                                                                                                                                                                                                 |                                                                                                                                    |
| Relate addition and subtraction.                                                      | <ul style="list-style-type: none"> <li>Songs: Fact Families</li> <li>Addition and Subtraction Fact Families</li> </ul>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Relate Counting to Addition and Subtraction</li> </ul>                                      |
| Solve Put Together/Take Apart story problems with the unknown in different positions. | <ul style="list-style-type: none"> <li>Songs: A Nice Addition</li> <li>Problem Solving Strategy</li> <li>Make a Table</li> <li>Story Problem Strategies</li> <li>Story Problems</li> <li>Add 2-digit Numbers without Regrouping</li> <li>Subtract 2-digit Numbers without Regrouping</li> </ul> | <ul style="list-style-type: none"> <li>Word Problems Using Subtraction within 20</li> <li>Word Problem Adding 3 Numbers</li> </ul> |
| <b>Section C: Compare Story Problems</b>                                              |                                                                                                                                                                                                                                                                                                 |                                                                                                                                    |
| Solve Compare, Difference Unknown story problems.                                     | <ul style="list-style-type: none"> <li>Songs: A Nice Addition</li> <li>Problem Solving Strategy</li> <li>Make a Table</li> <li>Story Problem Strategies</li> <li>Story Problems</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Word Problems Using Subtraction within 20</li> <li>Word Problem Adding 3 Numbers</li> </ul> |
| <b>Section D: All Kinds of Story Problems</b>                                         |                                                                                                                                                                                                                                                                                                 |                                                                                                                                    |
| Represent story problems with equations.                                              | <ul style="list-style-type: none"> <li>Songs: A Nice Addition</li> <li>Story Problems</li> <li>Story Problem Strategies</li> <li>Problem Solving Strategy</li> <li>Make a Table</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Word Problems Using Subtraction within 20</li> <li>Word Problem Adding 3 Numbers</li> </ul> |
| Solve different types of story problems, limited to those learned in this unit.       | <ul style="list-style-type: none"> <li>Songs: A Nice Addition</li> <li>Story Problems</li> <li>Story Problem Strategies</li> <li>Problem Solving Strategy</li> <li>Make a Table</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Word Problems Using Subtraction within 20</li> <li>Word Problem Adding 3 Numbers</li> </ul> |
| Understand the meaning of the equal sign.                                             | <ul style="list-style-type: none"> <li>Books: Painting by Number</li> <li>Addition Sentences</li> <li>Subtraction Sentences</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>Equal Sign</li> </ul>                                                                       |

| Section Goals                                                                                                                                              | Waterford Digital Activities                                                                                                                                                                                                                                                                                           | Waterford Resources                                                          |
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| <b>Unit 3</b>                                                                                                                                              |                                                                                                                                                                                                                                                                                                                        |                                                                              |
| <b>Unit Goals: Students add and subtract within 20. Students apply the properties of operations and the relationship between addition and subtraction.</b> |                                                                                                                                                                                                                                                                                                                        |                                                                              |
| <b>Section A: Develop Fluency with Addition and Subtraction within 10</b>                                                                                  |                                                                                                                                                                                                                                                                                                                        |                                                                              |
| Build toward fluency with adding and subtracting within 10.                                                                                                | <ul style="list-style-type: none"> <li>Songs: Doubles (1-5)</li> <li>Subtract</li> <li>Add</li> <li>Subtraction Patterns</li> <li>Subtract Doubles</li> <li>Mental Math</li> <li>Speed Games</li> <li>Doubles</li> <li>Doubles Plus 1</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Add and Subtract within 20</li> </ul> |
| <b>Section B: Add and Subtract Using Ten as a Unit</b>                                                                                                     |                                                                                                                                                                                                                                                                                                                        |                                                                              |
| Add and subtract one-digit numbers from teen numbers without composing or decomposing a ten.                                                               | <ul style="list-style-type: none"> <li>Addition</li> <li>Add Tens</li> <li>Add with Manipulatives</li> <li>Add Vertical Squares</li> <li>Add with Beads</li> <li>Addition and Subtraction Relationship</li> <li>Add 2-digit Numbers without Regrouping</li> <li>Subtract 2-digit Numbers without Regrouping</li> </ul> | <ul style="list-style-type: none"> <li>Adding within 100</li> </ul>          |
| Find the value that makes an addition or subtraction equation true, involving 10.                                                                          | <ul style="list-style-type: none"> <li>Songs: Skip Counting</li> <li>Books: Navajo Beads</li> <li>Add</li> <li>Subtract</li> <li>Add Tens</li> <li>Subtract Tens</li> <li>Skip Count by 10</li> <li>Number Chart</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>Ten More or Less</li> </ul>           |
| Understand 10 ones as a ten and the numbers 11 to 19 as a ten and some ones.                                                                               | <ul style="list-style-type: none"> <li>Place Value</li> <li>Place Value of 2-digit Numbers</li> </ul>                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Ten Groupings</li> </ul>              |

| Section Goals                                                                                                 | Waterford Digital Activities                                                                                                                                                                                                                       | Waterford Resources                                                                                                                |
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| <b>Section C: Add within 20</b>                                                                               |                                                                                                                                                                                                                                                    |                                                                                                                                    |
| Add within 20, including three addends.                                                                       | <ul style="list-style-type: none"> <li>• Make 10</li> <li>• Story Problem Strategies</li> <li>• Addition Sentences</li> <li>• Add</li> <li>• Add 10</li> <li>• Doubles</li> <li>• Doubles Plus 1</li> <li>• Add 3 One-digit Numbers</li> </ul>     | <ul style="list-style-type: none"> <li>• Add and Subtract within 20</li> <li>• Word Problems Adding 3 Numbers</li> </ul>           |
| <b>Section D: Subtract within 20</b>                                                                          |                                                                                                                                                                                                                                                    |                                                                                                                                    |
| Subtract within 20.                                                                                           | <ul style="list-style-type: none"> <li>• Songs: Finding the Difference</li> <li>• Subtraction Sentences</li> <li>• Subtraction Patterns</li> <li>• Subtract Doubles</li> <li>• Subtract</li> <li>• Subtract Groups</li> </ul>                      | <ul style="list-style-type: none"> <li>• Add and Subtract within 20</li> </ul>                                                     |
| <b>Unit 4</b>                                                                                                 |                                                                                                                                                                                                                                                    |                                                                                                                                    |
| <b>Unit Goals: Students develop an understanding of place value for numbers up to 99.</b>                     |                                                                                                                                                                                                                                                    |                                                                                                                                    |
| <b>Section A: Units of Ten</b>                                                                                |                                                                                                                                                                                                                                                    |                                                                                                                                    |
| Add and subtract multiples of 10.                                                                             | <ul style="list-style-type: none"> <li>• Subtraction Patterns</li> <li>• Add 10</li> <li>• Subtract Tens</li> </ul>                                                                                                                                |                                                                                                                                    |
| Represent the base-ten structure of multiples of 10 up to 90 using towers of 10, drawings, numbers, or words. | <ul style="list-style-type: none"> <li>• Expanded Notation</li> <li>• Place Value Counting</li> <li>• Story Problem Strategies</li> <li>• Place Value</li> <li>• Number Recognition and Sense</li> <li>• Place Value of 2-digit Numbers</li> </ul> | <ul style="list-style-type: none"> <li>• 11-19 Broken Down</li> <li>• Tens as A Bundle of Ones</li> <li>• Ten Groupings</li> </ul> |

| Section Goals                                                                                                                                           | Waterford Digital Activities                                                                                                                                                                                                           | Waterford Resources                                                                                                          |
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| <b>Section B: Tens and Ones</b>                                                                                                                         |                                                                                                                                                                                                                                        |                                                                                                                              |
| Represent the base-ten structure of numbers up to 99 using drawings, numbers, and words.                                                                | <ul style="list-style-type: none"> <li>Expanded Notation</li> <li>Place Value Counting</li> <li>Story Problem Strategies</li> <li>Place Value</li> <li>Number Recognition and Sense</li> <li>Place Value of 2-digit Numbers</li> </ul> | <ul style="list-style-type: none"> <li>11-19 Broken Down</li> <li>Tens as A Bundle of Ones</li> <li>Ten Groupings</li> </ul> |
| Understand that the two digits of a two-digit number represent amounts of tens and ones.                                                                | <ul style="list-style-type: none"> <li>Expanded Notation</li> <li>Place Value Counting</li> <li>Story Problem Strategies</li> <li>Place Value</li> <li>Number Recognition and Sense</li> <li>Place Value of 2-digit Numbers</li> </ul> | <ul style="list-style-type: none"> <li>11-19 Broken Down</li> <li>Tens as A Bundle of Ones</li> <li>Ten Groupings</li> </ul> |
| <b>Section C: Compare Numbers to 99</b>                                                                                                                 |                                                                                                                                                                                                                                        |                                                                                                                              |
| Compare 2 two-digit numbers based on the values of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , or $<$ . | <ul style="list-style-type: none"> <li>Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>Greater Than, Less Than</li> <li>You Be the Teacher</li> <li>Story Problem Strategies</li> </ul>                                 | <ul style="list-style-type: none"> <li>Compare Two-Digit Numbers</li> </ul>                                                  |
| <b>Section D: Different Ways to Make a Number</b>                                                                                                       |                                                                                                                                                                                                                                        |                                                                                                                              |
| Represent two-digit numbers in different ways, using different amounts of tens and ones. For example, $52 = 50 + 2 = 40 + 12$ .                         | <ul style="list-style-type: none"> <li>Expanded Notation</li> <li>Place Value Counting</li> <li>Story Problem Strategies</li> <li>Place Value</li> <li>Number Recognition and Sense</li> <li>Place Value of 2-digit Numbers</li> </ul> | <ul style="list-style-type: none"> <li>11-19 Broken Down</li> <li>Tens as A Bundle of Ones</li> <li>Ten Groupings</li> </ul> |

| Section Goals                                                                                             | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                 | Waterford Resources                                                 |
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| <b>Unit 5</b>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                     |
| <b>Unit Goals: Students use place value understanding and properties of operations to add within 100.</b> |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                     |
| <b>Section A: Add without Making a Ten</b>                                                                |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                     |
| Add within 100 without composing a ten.                                                                   | <ul style="list-style-type: none"> <li>Addition</li> <li>Add Tens</li> </ul>                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Adding within 100</li> </ul> |
| Use equations to represent addition methods.                                                              | <ul style="list-style-type: none"> <li>Addition</li> <li>Add Tens</li> <li>Add with Manipulatives</li> <li>Add Vertical Squares</li> <li>Add with Beads</li> <li>Addition and Subtraction Relationship</li> <li>Add with Regrouping Concept</li> <li>Add 2-digit and 1-digit Numbers with Regrouping</li> <li>Add 2-digit Numbers without Regrouping</li> <li>Add 2-digit Numbers with Regrouping</li> </ul> | <ul style="list-style-type: none"> <li>Adding within 100</li> </ul> |
| <b>Section B: Make a Ten: Add 1- and 2-Digit Numbers</b>                                                  |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                     |
| Add a one-digit and a two-digit number within 100 with composing a ten.                                   | <ul style="list-style-type: none"> <li>Addition</li> <li>Add Tens</li> <li>Add with Manipulatives</li> <li>Add Vertical Squares</li> <li>Add with Beads</li> <li>Addition and Subtraction Relationship</li> <li>Add with Regrouping Concept</li> <li>Add 2-digit and 1-digit Numbers with Regrouping</li> <li>Add 2-digit Numbers without Regrouping</li> <li>Add 2-digit Numbers with Regrouping</li> </ul> | <ul style="list-style-type: none"> <li>Adding within 100</li> </ul> |

| Section Goals                                                                                                                                                   | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                 | Waterford Resources                                                  |
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| <b>Section C: Make a Ten: Add within 100</b>                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                      |
| Add 2 two-digit numbers within 100, with composing a ten.                                                                                                       | <ul style="list-style-type: none"> <li>Addition</li> <li>Add Tens</li> <li>Add with Manipulatives</li> <li>Add Vertical Squares</li> <li>Add with Beads</li> <li>Addition and Subtraction Relationship</li> <li>Add with Regrouping Concept</li> <li>Add 2-digit and 1-digit Numbers with Regrouping</li> <li>Add 2-digit Numbers without Regrouping</li> <li>Add 2-digit Numbers with Regrouping</li> </ul> | <ul style="list-style-type: none"> <li>Adding within 100</li> </ul>  |
| <b>Unit 6</b>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                      |
| <b>Unit Goals: Students measure length and count up to 120 length units. They solve addition and subtraction story problems with unknowns in all positions.</b> |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                      |
| <b>Section A: From Direct to Indirect Comparisons</b>                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                      |
| Compare the lengths of objects indirectly.                                                                                                                      | <ul style="list-style-type: none"> <li>Length</li> <li>Nonstandard Units of Length</li> </ul>                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Order by Length</li> </ul>    |
| Order objects by length.                                                                                                                                        | <ul style="list-style-type: none"> <li>Length</li> <li>Nonstandard Units of Length</li> </ul>                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Order by Length</li> </ul>    |
| <b>Section B: Measure by Iterating up to 120 Length Units</b>                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                      |
| Count groups of up to 120 objects and write a number to represent them.                                                                                         | <ul style="list-style-type: none"> <li>Songs: Counting On</li> <li>Place Value Counting</li> <li>Number Recognition and Sense</li> <li>Count On</li> </ul>                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Count to 120</li> </ul>       |
| Lay length units end-to-end with no gaps or overlaps and count the units to determine length.                                                                   | <ul style="list-style-type: none"> <li>Length</li> <li>Nonstandard Units of Length</li> </ul>                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Length Measurement</li> </ul> |

| Section Goals                                                                                                                                     | Waterford Digital Activities                                                                                                                                                                                            | Waterford Resources                                                                                                                 |
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| <b>Section C: All Kinds of Story Problems</b>                                                                                                     |                                                                                                                                                                                                                         |                                                                                                                                     |
| Solve addition and subtraction story problems with unknowns in all positions.                                                                     | <ul style="list-style-type: none"> <li>Songs: A Nice Addition</li> <li>Story Problems</li> <li>Story Problem Strategies</li> <li>Problem Solving Strategy</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Word Problems Using Subtraction within 20</li> <li>Word Problems Adding 3 Numbers</li> </ul> |
| <b>Unit 7</b>                                                                                                                                     |                                                                                                                                                                                                                         |                                                                                                                                     |
| <b>Unit Goals: Students reason with shapes and their attributes, partition shapes into equal pieces, and tell time to the hour and half hour.</b> |                                                                                                                                                                                                                         |                                                                                                                                     |
| <b>Section A: Flat and Solid Shapes</b>                                                                                                           |                                                                                                                                                                                                                         |                                                                                                                                     |
| Build and draw shapes to possess defining attributes.                                                                                             | <ul style="list-style-type: none"> <li>Geoboard</li> <li>Tangrams</li> </ul>                                                                                                                                            |                                                                                                                                     |
| Compose two-dimensional or three-dimensional shapes to create a composite shape.                                                                  | <ul style="list-style-type: none"> <li>Tangrams</li> <li>Geoboard</li> </ul>                                                                                                                                            |                                                                                                                                     |
| Describe attributes of two-dimensional and three-dimensional shapes.                                                                              | <ul style="list-style-type: none"> <li>Songs: Corners and Sides; Kites</li> <li>Space Shapes</li> <li>Simple Shapes</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Attributes</li> </ul>                                                                        |
| <b>Section B: Halves and Quarters</b>                                                                                                             |                                                                                                                                                                                                                         |                                                                                                                                     |
| Partition circles and rectangles into two and four equal pieces and describe the pieces with words ("halves" and "fourths").                      | <ul style="list-style-type: none"> <li>Songs: Fractions</li> <li>Books: Halves and Fourths and Thirds; Half For You and</li> <li>Half For Me</li> <li>Equal-part Fractions</li> <li>Label Parts of Fractions</li> </ul> | <ul style="list-style-type: none"> <li>Equal Shares</li> </ul>                                                                      |

| Section Goals                                                                                                                                                                                     | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                         | Waterford Resources                                                            |
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| <b>Section C: Tell Time in Hours and Half Hours</b>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |
| Tell and write the time in hours and half hours.                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Tell Time</li> <li>• Tell Time to the Hour</li> <li>• Tell Time to the Half-hour</li> <li>• Sequence Times</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Hours and Half-Hours</li> </ul>       |
| <b>Unit 8</b>                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |
| <b>Unit Goals: Students consolidate and solidify their understanding of various concepts and skills on major work of the grade. They also continue to work toward fluency goals of the grade.</b> |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |
| <b>Section A: Add and Subtract within 20</b>                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |
| Add and subtract within 20.                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Songs: Finding the Difference</li> <li>• Subtraction Sentences</li> <li>• Add 3 One-digit Numbers</li> <li>• Subtraction Patterns</li> <li>• Make 10</li> <li>• Subtract</li> <li>• Subtract Doubles</li> <li>• Addition Sentences</li> <li>• Add</li> <li>• Add 10</li> <li>• Doubles</li> <li>• Doubles Plus 1</li> </ul> | <ul style="list-style-type: none"> <li>• Add and Subtract within 20</li> </ul> |
| Fluently add and subtract within 10.                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Songs: Doubles (1-5)</li> <li>• Subtract</li> <li>• Add</li> <li>• Subtraction Patterns</li> <li>• Subtract Doubles</li> <li>• Mental Math</li> <li>• Speed Games</li> <li>• Doubles</li> <li>• Doubles Plus 1</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>• Add and Subtract within 21</li> </ul> |

| Section Goals                                                                                   | Waterford Digital Activities                                                                                                                                                               | Waterford Resources                                                                                                                 |
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| <b>Section B: Story Problems</b>                                                                |                                                                                                                                                                                            |                                                                                                                                     |
| Solve Add To and Take From, Change Unknown story problems in a way that makes sense to them.    | <ul style="list-style-type: none"> <li>Songs: A Nice Addition</li> <li>Problem Solving Strategy</li> <li>Make a Table</li> <li>Story Problem Strategies</li> <li>Story Problems</li> </ul> | <ul style="list-style-type: none"> <li>Word Problems Using Subtraction within 20</li> <li>Word Problems Adding 3 Numbers</li> </ul> |
| Solve Compare, Difference Unknown story problems in a way that makes sense to them.             | <ul style="list-style-type: none"> <li>Songs: A Nice Addition</li> <li>Story Problems</li> <li>Story Problem Strategies</li> <li>Problem Solving Strategy</li> <li>Make a Table</li> </ul> | <ul style="list-style-type: none"> <li>Word Problems Using Subtraction within 20</li> <li>Word Problems Adding 3 Numbers</li> </ul> |
| Solve Put Together/Take Apart, Addend Unknown story problems in a way that makes sense to them. | <ul style="list-style-type: none"> <li>Songs: A Nice Addition</li> <li>Story Problems</li> <li>Story Problem Strategies</li> <li>Problem Solving Strategy</li> <li>Make a Table</li> </ul> | <ul style="list-style-type: none"> <li>Word Problems Using Subtraction within 20</li> <li>Word Problems Adding 3 Numbers</li> </ul> |
| <b>Section C: Numbers to 120</b>                                                                |                                                                                                                                                                                            |                                                                                                                                     |
| Apply place value understanding to represent a quantity with written numerals and expressions.  | <ul style="list-style-type: none"> <li>Place Value</li> <li>Expanded Notation</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>11-19 Broken Down</li> <li>Tens as A Bundle of Ones</li> </ul>                               |
| Count a group of up to 120 objects.                                                             | <ul style="list-style-type: none"> <li>Songs: Counting Song; Number Songs; Counting On</li> <li>Count On</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>Count to 120</li> </ul>                                                                      |

| Section Goals                                                                                                                                                                                                               | Waterford Digital Activities                                                                                                                                                                                                                                         | Waterford Resources                                                                          |
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| <b>Grade 2</b>                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                      |                                                                                              |
| <b>Unit 1</b>                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                      |                                                                                              |
| <b>Unit Goals: Students represent and solve story problems within 20 through the context of picture graphs and bar graphs that represent categorical data. Students build toward fluency with addition and subtraction.</b> |                                                                                                                                                                                                                                                                      |                                                                                              |
| <b>Section A: Add and Subtract within 20</b>                                                                                                                                                                                |                                                                                                                                                                                                                                                                      |                                                                                              |
| Build toward fluency with adding within 100.                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Songs: Doubles (1-5); Doubles</li> <li>Mental Math</li> <li>Speed Games</li> </ul>                                                                                                                                            |                                                                                              |
| Build toward fluency with subtracting within 20.                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Mental Math</li> <li>Speed Games</li> </ul>                                                                                                                                                                                   |                                                                                              |
| <b>Section B: Ways to Represent Data</b>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                      |                                                                                              |
| Interpret picture graphs and bar graphs.                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Picture Graphs</li> <li>Bar Graphs</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Graphs</li> </ul>                                     |
| Represent data using picture graphs and bar graphs.                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Books: The Boonville Nine</li> <li>Songs: Graphing</li> <li>Picture Graphs</li> <li>Bar Graphs</li> <li>Story Problem Strategies</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>Graphs</li> </ul>                                     |
| Solve one-step problems using addition and subtraction within 20.                                                                                                                                                           | <ul style="list-style-type: none"> <li>Books: Painting by Number</li> <li>Addition</li> <li>Subtraction</li> <li>Missing Addends and Subtrahends</li> <li>Subtraction Sentences</li> <li>Addition and Subtraction Facts</li> <li>Story Problem Strategies</li> </ul> | <ul style="list-style-type: none"> <li>One- and Two-Step Word Problems within 100</li> </ul> |

| Section Goals                                                                                                                                                                                                                                                                                   | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                   | Waterford Resources                                                                          |
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| <b>Section C: Diagrams to Compare</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                |                                                                                              |
| Make sense of and interpret tape diagrams.                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Picture Graphs</li> <li>Bar Graphs</li> </ul>                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Graphs</li> </ul>                                     |
| Represent and solve Compare problems with unknowns in all positions within 100.                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Story Problem Strategies</li> </ul>                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Add and Subtract within 100</li> </ul>                |
| <b>Unit 2</b>                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                |                                                                                              |
| <b>Unit Goals: Students add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. They then use what they know to solve story problems.</b>                                                           |                                                                                                                                                                                                                                                                                                                                                                |                                                                                              |
| <b>Section A: Add and Subtract</b>                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                |                                                                                              |
| Add and subtract within 100 using strategies based on place value and the relationship between addition and subtraction. Equations and expressions in this section are limited to those like $17 + \underline{\quad} = 48$ or $65 - 23$ , where composing or decomposing a ten is not required. | <ul style="list-style-type: none"> <li>Songs: Problem Solving</li> <li>Story Problem Strategies</li> <li>Add 2-digit Numbers without Regrouping</li> <li>Add 2-digit Numbers with Regrouping</li> <li>Add 3-digit Numbers with Regrouping</li> <li>Add 3 Two-digit Numbers with Regrouping</li> <li>Add 1-digit and 2-digit Numbers with Regrouping</li> </ul> | <ul style="list-style-type: none"> <li>Add and Subtract within 100</li> </ul>                |
| <b>Section B: Decompose to Subtract</b>                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                |                                                                                              |
| Subtract within 100 using strategies based on place value, including decomposing a ten and the properties of operations.                                                                                                                                                                        | <ul style="list-style-type: none"> <li>You Be the Teacher</li> <li>Subtract 2-digit Numbers with Regrouping</li> <li>Story Problem Strategies</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Add and Subtract within 100</li> </ul>                |
| <b>Section C: Represent and Solve Story Problems</b>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                |                                                                                              |
| Represent and solve one- and two-step problems involving addition and subtraction within 100, including different problem types with unknowns in all positions.                                                                                                                                 | <ul style="list-style-type: none"> <li>Story Problem Strategies</li> </ul>                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>One- and Two-Step Word Problems within 100</li> </ul> |

| Section Goals                                                                                                               | Waterford Digital Activities                                                                                                                                                              | Waterford Resources                                                                          |
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| <b>Unit 3</b>                                                                                                               |                                                                                                                                                                                           |                                                                                              |
| <b>Unit Goals: Students measure and estimate lengths in standard units and solve measurement story problems within 100.</b> |                                                                                                                                                                                           |                                                                                              |
| <b>Section A: Metric Measurement</b>                                                                                        |                                                                                                                                                                                           |                                                                                              |
| Measure length in centimeters and meters.                                                                                   | <ul style="list-style-type: none"> <li>Songs: Measuring Plants; Problem Solving</li> <li>Standard Units of Length</li> <li>Story Problem Strategies</li> <li>Measurement Tools</li> </ul> | <ul style="list-style-type: none"> <li>Measure Length</li> </ul>                             |
| Represent and solve one-step story problems within 100.                                                                     | <ul style="list-style-type: none"> <li>Story Problem Strategies</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>One- and Two-Step Word Problems within 100</li> </ul> |
| <b>Section B: Customary Measurement</b>                                                                                     |                                                                                                                                                                                           |                                                                                              |
| Measure length in feet and inches.                                                                                          | <ul style="list-style-type: none"> <li>Songs: Measuring Plants; Problem Solving</li> <li>Standard Units of Length</li> <li>Story Problem Strategies</li> <li>Measurement Tools</li> </ul> | <ul style="list-style-type: none"> <li>Measure Length</li> </ul>                             |
| Represent and solve one- and two-step story problems within 100.                                                            | <ul style="list-style-type: none"> <li>Story Problem Strategies</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>One- and Two-Step Word Problems within 100</li> </ul> |
| <b>Section C: Line Plots</b>                                                                                                |                                                                                                                                                                                           |                                                                                              |
| Represent numerical data on a line plot.                                                                                    |                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Generating Measurement Data</li> </ul>                |

| Section Goals                                                                                                                                                                                                           | Waterford Digital Activities                                                                                           | Waterford Resources                                                              |
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| <b>Unit 4</b>                                                                                                                                                                                                           |                                                                                                                        |                                                                                  |
| <b>Unit Goals: Students learn about the structure of a number line and use it to represent numbers within 100. They also relate addition and subtraction to length and represent the operations on the number line.</b> |                                                                                                                        |                                                                                  |
| <b>Section A: The Structure of the Number Line</b>                                                                                                                                                                      |                                                                                                                        |                                                                                  |
| Represent whole numbers within 100 as lengths from 0 on a number line.                                                                                                                                                  | <ul style="list-style-type: none"> <li>Number Line</li> </ul>                                                          |                                                                                  |
| Understand the structure of the number line.                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Number Line</li> </ul>                                                          |                                                                                  |
| <b>Section B: Add and Subtract on a Number Line</b>                                                                                                                                                                     |                                                                                                                        |                                                                                  |
| Represent sums and differences on a number line.                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Number Line</li> </ul>                                                          |                                                                                  |
| <b>Unit 5</b>                                                                                                                                                                                                           |                                                                                                                        |                                                                                  |
| <b>Unit Goals: Students extend place value understanding to three-digit numbers.</b>                                                                                                                                    |                                                                                                                        |                                                                                  |
| <b>Section A: The Values of Three Digits</b>                                                                                                                                                                            |                                                                                                                        |                                                                                  |
| Read, write, and represent three-digit numbers using base-ten numerals and expanded form.                                                                                                                               | <ul style="list-style-type: none"> <li>Expanded Notation</li> <li>Place Value Counting</li> <li>Place Value</li> </ul> | <ul style="list-style-type: none"> <li>Read and Write Numbers to 1000</li> </ul> |
| Use place value understanding to compose and decompose three-digit numbers.                                                                                                                                             | <ul style="list-style-type: none"> <li>Expanded Notation</li> <li>Place Value Counting</li> <li>Place Value</li> </ul> | <ul style="list-style-type: none"> <li>Read and Write Numbers to 1000</li> </ul> |

| Section Goals                                                                                                                                                                                                                                                                                | Waterford Digital Activities                                                                                                                                                     | Waterford Resources |
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| <b>Section B: Compare and Order Numbers within 1,000</b>                                                                                                                                                                                                                                     |                                                                                                                                                                                  |                     |
| Compare and order three-digit numbers using place value understanding and the relative position of numbers on a number line.                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Sequences of 3-digit Numbers</li> <li>Sequences of 2-digit Numbers</li> <li>Greater Than, Less Than (3-digit Numbers)</li> </ul>          |                     |
| Represent whole numbers up to 1,000 as lengths from 0 on a number line.                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Sequences of 3-digit Numbers</li> <li>Sequences of 2-digit Numbers</li> <li>Number Sequences and Patterns</li> <li>Number Line</li> </ul> |                     |
| <b>Unit 6</b>                                                                                                                                                                                                                                                                                |                                                                                                                                                                                  |                     |
| <b>Unit Goals: Students reason with shapes and their attributes, and partition shapes into equal shares, building a foundation for fractions. They relate halves, fourths, and skip-counting by 5 to tell time, and they solve story problems involving the values of coins and dollars.</b> |                                                                                                                                                                                  |                     |
| <b>Section A: Attributes of Shapes</b>                                                                                                                                                                                                                                                       |                                                                                                                                                                                  |                     |
| Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Songs: Corners and Sides</li> <li>Oval, Star, Semicircle, Rhombus, Octagon</li> <li>Star, Semicircle, Octagon, Oval, Rhombus</li> </ul>   |                     |
| Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces.                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Songs: Corners and Sides</li> <li>Oval, Star, Semicircle, Rhombus, Octagon</li> <li>Star, Semicircle, Octagon, Oval, Rhombus</li> </ul>   |                     |

| Section Goals                                                                          | Waterford Digital Activities                                                                                                                                                                                                                                                                                                            | Waterford Resources                                         |
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| <b>Section B: Halves, Thirds, and Fourths</b>                                          |                                                                                                                                                                                                                                                                                                                                         |                                                             |
| Partition rectangles and circles into halves, thirds, and fourths and name the pieces. | <ul style="list-style-type: none"> <li>Songs: Fraction of Regions</li> <li>Fractions of Groups</li> <li>Fractions of Regions</li> <li>You Be the Teacher</li> <li>Fractions</li> <li>Story Problem Strategies</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>Fractions</li> </ul> |
| Recognize two halves, three thirds, and four fourths as one whole.                     | <ul style="list-style-type: none"> <li>Books: Halves and Fourths and Thirds</li> <li>Songs: Fractions; Fraction of Regions</li> <li>Label Parts of Fractions</li> <li>Fractions of Groups</li> <li>Fractions of Regions</li> <li>You Be the Teacher</li> <li>Fractions</li> <li>Story Problem Strategies</li> </ul>                     | <ul style="list-style-type: none"> <li>Fractions</li> </ul> |
| Understand that equal pieces do not need to be the same shape.                         | <ul style="list-style-type: none"> <li>Books: Halves and Fourths and Thirds; The Fraction Twins</li> <li>Songs: Fractions; Fraction of Regions</li> <li>Label Parts of Fractions</li> <li>Fractions of Groups</li> <li>Fractions of Regions</li> <li>You Be the Teacher</li> <li>Fractions</li> <li>Story Problem Strategies</li> </ul> | <ul style="list-style-type: none"> <li>Fractions</li> </ul> |

| Section Goals                                                                                                                                                                                | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Waterford Resources                                                                          |
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| <b>Section C: Time on the Clock</b>                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                              |
| Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.                                                                                          | <ul style="list-style-type: none"> <li>Songs: Telling Time</li> <li>Compare Minutes to Hours</li> <li>Tell Time to the Minute</li> <li>Tell Time to the Quarter Hour</li> <li>Story Problem Strategies</li> <li>Tell Time to Five Minutes</li> <li>You Be the Teacher</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Tell and Write Time</li> </ul>                        |
| <b>Section D: The Value of Money</b>                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                              |
| Find the value of a group of bills and coins.                                                                                                                                                | <ul style="list-style-type: none"> <li>Coin Value</li> <li>Quarters</li> <li>Equivalent Sums of Money</li> <li>Count Bills and Coins</li> <li>Count Coins</li> </ul>                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Solve Money Word Problems</li> </ul>                  |
| Use addition and subtraction within 100 to solve one- and two-step word problems.                                                                                                            | <ul style="list-style-type: none"> <li>Story Problem Strategies</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>One- and Two-Step Word Problems within 100</li> </ul> |
| <b>Unit 7</b>                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                              |
| <b>Unit Goals: Students use place value understanding, the relationship between addition and subtraction, and properties of operations to add and subtract within 1,000.</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                              |
| <b>Section A: Add and Subtract within 1,000, without Composition or Decomposition</b>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                              |
| Add and subtract numbers within 1,000, without composition or decomposition, and use strategies based on the relationship between addition and subtraction and the properties of operations. | <ul style="list-style-type: none"> <li>Songs: Place Value; Problem Solving</li> <li>Add with Regrouping</li> <li>You Be the Teacher</li> <li>Story Problem Strategies</li> <li>Subtract 2-digit Numbers with Regrouping</li> <li>Add 2-digit Numbers without Regrouping</li> <li>Add 2-digit Numbers with Regrouping</li> <li>Add 3-digit Numbers with Regrouping</li> <li>Add 3 Two-digit Numbers with Regrouping</li> <li>Add 1-digit and 2-digit Numbers with Regrouping</li> </ul> | <ul style="list-style-type: none"> <li>Add and Subtract within 1000</li> </ul>               |

| Section Goals                                                                                                              | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                            | Waterford Resources                                                              |
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| <b>Section B: Add within 1,000, Using Place-Value Strategies</b>                                                           |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                  |
| Add numbers within 1,000, using strategies based on place-value understanding, including composing a ten or a hundred.     | <ul style="list-style-type: none"> <li>• Add 2-digit Numbers without Regrouping</li> <li>• Add 2-digit Numbers with Regrouping</li> <li>• Add 3-digit Numbers with Regrouping</li> <li>• Add 3 Two-digit Numbers with Regrouping</li> <li>• Add 1-digit and 2-digit Numbers with Regrouping</li> <li>• Story Problem Strategies</li> <li>• Add with Regrouping</li> <li>• You Be the Teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Add and Subtract within 1000</li> </ul> |
| <b>Section C: Subtract within 1,000, Using Place-Value Strategies</b>                                                      |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                  |
| Subtract numbers within 1,000 using strategies based on place value understanding, including decomposing a ten or hundred. | <ul style="list-style-type: none"> <li>• Songs: Problem Solving</li> <li>• You Be the Teacher</li> <li>• Subtract 2-digit Numbers with Regrouping</li> <li>• Subtract 3-digit Numbers with Regrouping</li> <li>• Story Problem Strategies</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Add and Subtract within 1000</li> </ul> |
| <b>Unit 8</b>                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                  |
| <b>Unit Goals: Students work with equal groups of objects to gain foundations for multiplication.</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                  |
| <b>Section A: Odd and Even</b>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                  |
| Determine whether a group of objects (up to 20) has an odd or even number of members.                                      | <ul style="list-style-type: none"> <li>• Songs: Odd Todd and Even Steven</li> </ul>                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Odd and Even Recognition</li> </ul>     |
| Write an equation to express an even number as a sum of two equal addends.                                                 | <ul style="list-style-type: none"> <li>• Doubles</li> </ul>                                                                                                                                                                                                                                                                                                                                             |                                                                                  |

| Section Goals                                                                                                                                                                                             | Waterford Digital Activities                                                                                                                                                                                                          | Waterford Resources                                         |
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| <b>Section B: Rectangular Arrays</b>                                                                                                                                                                      |                                                                                                                                                                                                                                       |                                                             |
| Partition rectangles into rows and columns of equal-size squares, and count to find the total number of squares.                                                                                          | <ul style="list-style-type: none"> <li>Songs: Fraction of Regions</li> <li>Fractions of Groups</li> <li>Fractions of Regions</li> <li>You Be the Teacher</li> <li>Fractions</li> <li>Story Problem Strategies</li> </ul>              | <ul style="list-style-type: none"> <li>Fractions</li> </ul> |
| Represent the total number of objects in an array as a sum of equal addends.                                                                                                                              | <ul style="list-style-type: none"> <li>Songs: Multiplication</li> <li>Multiply Using Arrays</li> <li>Story Problem Strategies</li> <li>Multiply Using Repeated Addition</li> <li>Multiplication and Division Fact Families</li> </ul> |                                                             |
| Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.                                                                                    | <ul style="list-style-type: none"> <li>Songs: Multiplication</li> <li>Multiply Using Arrays</li> <li>Story Problem Strategies</li> <li>Multiply Using Repeated Addition</li> <li>Multiplication and Division Fact Families</li> </ul> |                                                             |
| <b>Unit 9</b>                                                                                                                                                                                             |                                                                                                                                                                                                                                       |                                                             |
| <b>Unit Goals: Students consolidate and solidify their understanding of various concepts and skills related to major work of the grade. They also continue to work toward fluency goals of the grade.</b> |                                                                                                                                                                                                                                       |                                                             |
| <b>Section A: Fluency within 20 and Measurement</b>                                                                                                                                                       |                                                                                                                                                                                                                                       |                                                             |
| Fluently add and subtract within 20.                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Songs: Doubles (1-5); Doubles</li> <li>Mental Math</li> <li>Speed Games</li> </ul>                                                                                                             |                                                             |

| Section Goals                                                                                         | Waterford Digital Activities                                                                                                                                                                                                                                                                                                                                                                                                                                   | Waterford Resources                                                                            |
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| <b>Section B: Numbers to 1,000</b>                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                |
| Add and subtract within 1,000 using strategies based on place value and the properties of operations. | <ul style="list-style-type: none"> <li>• Songs: Problem Solving</li> <li>• Story Problem Strategies</li> <li>• You Be the Teacher</li> <li>• Subtract 2-digit Numbers with Regrouping</li> <li>• Add 2-digit Numbers without Regrouping</li> <li>• Add 2-digit Numbers with Regrouping</li> <li>• Add 3-digit Numbers with Regrouping</li> <li>• Add 3 Two-digit Numbers with Regrouping</li> <li>• Add 1-digit and 2-digit Numbers with Regrouping</li> </ul> |                                                                                                |
| Fluently add and subtract within 100.                                                                 | <ul style="list-style-type: none"> <li>• Songs: Doubles (1-5); Doubles</li> <li>• Mental Math</li> <li>• Speed Games</li> </ul>                                                                                                                                                                                                                                                                                                                                |                                                                                                |
| <b>Section C: Create and Solve Story Problems</b>                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                |
| Represent and solve one- and two-step story problems within 100.                                      | <ul style="list-style-type: none"> <li>• Story Problem Strategies</li> <li>• Story Problems</li> </ul>                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• One- and Two-Step Word Problems within 100</li> </ul> |

## Pre-Math and Science

### Math Books

Zero In My Toybox / One Day on the Farm / Two Feet / Look for Three / Four Fine Friends / Grandpa's Great Athlete: A Book About 5 / Hide and Seek Six / Just Seven / Eight at the Lake / 9 Cat Night / Ten for My Machine / The Search for Eleven / The Tasty Number Twelve / Thirteen in My Garden / Fourteen Camel Caravan / Fifteen on a Spring Day / Dinner for Sixteen / The Seventeen Machine / Eighteen Carrot Stew / Nineteen Around the World / Twenty Clay Children / Poor Wandering 1 / Snowy Twos Day / 1, 2, 3, 4 in the Jungle / Give Me 5 / Suzy Ladybug / 7 Train / 8 Octopus Legs / Highway 9 / 10 Astronauts / When I Saw 11 / I Love the Number 12 / 13 Clues / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 20 Fingers and Toes

### Science Books

That's What I Like: A Book about Seasons / I Want to Be a Scientist Like Jane Goodall / Mr. Mario's Neighborhood / Mela's Water Pot / I Want to Be a Scientist Like Wilbur and Orville Wright / Follow the Apples! / I Want to Be a Scientist Like George Washington Carver / Guess What I Am / Where in the World Would You Go Today? / Star Pictures / I Wish I Had Ears Like a Bat / Creepy Crawlers

### Counting Songs

Marching Band Counting / Flower Counting / Country Counting / Funky Counting / Reggae Counting / Salsa Counting / Techno Counting / Bagpipe Counting / Counting on the Mountain

## Number Songs

Count to 31 / Hotel 100 / Zero Is a Big Round Hole / Poor Wandering 1 / Snowy Twos Day / 1, 2, 3, 4 in the Jungle / Give Me 5 / Suzy Ladybug / 7 Train / 8 Octopus Legs / Highway 9 / 10 Astronauts / When I Saw 11 / I Love the Number 12 / 13 Clues / 14 Fish to Catch / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 19 On the Beach / 20 Fingers and Toes

## Basic Math and Science

### Math and Science Books

One More Cat / Can You Guess? A Story for Two Voices / I Want to Be a Scientist Like Antoni van Leeuwenhoek / Whatever the Weather / I Want to Be a Mathematician Like Sophie Germain / Water Is All Around / Mr. Romano's Secret: A Time Story / A Seed Grows / How Long is a Minute? / Marty's Mixed-up Mom / I Want to Be a Scientist Like Louis Pasteur / Pancakes Matter / Jump Rope Rhymes / Facts About Families / Fifteen Bayou Band / Hooray, Hooray for the One Hundredth Day! / Symmetry and Me / Animal Bodies / Everybody Needs to Eat / The Circus Came to Town / I Want to Be a Mathematician Like Thales / Bugs for Sale / Heads or Tails / Your Backyard / The Birds, the Beasts and the Bat / Halves and Fourths and Thirds / We All Exercise / Circus 20 / Red Rock, River Rock / Painting by Number / Navajo Beads / Where in the World Would You Go Today? / I Want to Be a Scientist Like Wilbur and Orville Wright

## Fluent Math and Science

### Math and Science Books

The Snow Project / Chloe's Cracker Caper / What Sounds Say / Fossils Under Our Feet / The Boonville Nine / I Want to Be a Scientist Like Alexander von Humboldt / I Want to Be a Scientist Like Marie Curie / I Want to Be a Scientist Like Stephen Hawking / George and Jack / The Old Maple Tree / A Dinosaur's First Day / I Want to Be a Scientist Like Isaac Newton / My Family Campout / I Want to Be a Scientist Like Thomas Edison / Warm Soup for Dedushka / How Did the Chicken Cross the Road? / Inventions All Around / The Beginning of Numbers / I Want to Be a Mathematician Like Ada Byron Lovelace / Lightning Bells / Tyrannosaurus X1 / Halves and Fourths and Thirds / Navajo Beads / Red Rock, River Rock / I Want to Be a Mathematician Like Srinivasa Ramanujan / The Fraction Twins / Yangshi's Perimeter / I Want to Be a Mathematician Like Archimedes / Birds at My House / Painting by Number / The Fable Fair



### Support

*Professional Services offers a continuum of customizable services. [Learn more here.](#)*

## Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

# Family Engagement Resources

## Spanish Family Engagement Resources

All Waterford books and many of the resources available to families at [→family.waterford.org](https://family.waterford.org) can be found in Spanish or with Spanish support.

## Songs

### Beginning Math Songs

Odd Todd and Even Steven / Salsa Counting / On the Bayou—Addition / Subtract Those Cars / More Than, Fewer Than / A Nice Addition / Marching Band Counting / Doubles 1–5 / Multiply by 0

### Nursery Songs and Rhymes

Rhyming Words / A: The Apple Tree / B: Bluebird, Bluebird / C: Pat-a-Cake / D: Hey Diddle, Diddle / E: One Elephant Went Out to Play / F: The Farmer in the Dell / G: Ten Little Goldfish / H: All the Pretty Little Horses / I: Mother, Mother, I Am Ill / J: Jack and Jill / K: Three Little Kittens / L: Mary Had a Little Lamb / M: Little Miss Muffett / O: Polly, Put the Kettle On / P: This Little Pig / Q: Quack, Quack, Quack / R: Little Rabbit / S: Eensy, Weensy Spider / U: The Bus / V: My Valentine / W: Wee Willie Winkie / X: A-hunting We Will Go / Y: Yankee Doodle

### Beginning Reading Songs

Comma, Comma, Comma / Homophone Monkey / Antonym Ant / Apples and Bananas / Old MacDonald's Vowels / ABC Show and Tell Sounds / ABC Tongue Twisters / ABC Picture Sounds / Sheep in the Shadows / C-K Rap / S Steals the Z / Blends / Blicky Licky Land / Apostrophe Pig / Capital Letters—Days / Charley Chick / Adjectives Describe / Lazy Letter Q / Nouns / Verbs / Adverbs / Irregular Verbs / Preposition Cat / Verbs that Link / Consonants /

Pronouns, Sneaky Magic E / Silent Letters—G-H / Silent Letters—W / Drop Magic E / Bossy Mr. R / P-H and G-H Say Fff / Schwa Sound / Double the Fun / Strange Spelling / More Than One / Reading Detective—Peek at the Story

Many of these songs are available on the [→Waterford.org YouTube channel](https://waterford.org/YouTube-channel).

## Weekly Homelink Newsletters

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

## Math Homelink Newsletters

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1–10), Order (1–10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11–15, Numbers 16–20

## Science Homelink Newsletters

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

## Reading Homelink Newsletters

### Alphabet Knowledge Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

## Readiness Skills Letters

Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

## Phonological Awareness Letters

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest



## Waterford Family

*Waterford Family is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities. Waterford Family is available online and in the Waterford Family app (for iOS and Android).*